

# Course Guide 2018

Ivybridge Community College

Information for students in Year 8, and their parents, as they prepare to move to Year 9 (Key Stage 4) outlining the Core Curriculum and course options available.





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## KEY STAGE 4 COURSES - Years 9/10/11

This booklet includes information for parents and students in Year 8 as they prepare for the move to Key Stage 4 in the National Curriculum. We hope you will find the details informative and helpful in outlining the Core Curriculum and in the selection of courses within the options available.

We have endeavoured to offer a structure that meets the needs of the majority of students and still complies with the National Curriculum.

When you have read the information please sign the sticker in your child's Planner to indicate your intention to attend the Transition Meeting on Wednesday, 7 March 2018.

In addition to reading the notes enclosed, your son/daughter should consult his/her Teachers so that the fullest possible information is available before making any decisions about courses. There will also be an individual interview with a senior member of staff for every Year 8 student to attend.

Dear Parent/Carer

### INFORMATION EVENING – Wednesday, 7 March 2018

Your child is approaching the end of Key Stage 3 and is about to begin a new and very important phase in his/her education. Next academic year he/she will be starting on the courses that will lead to GCSE examinations and so it is now time to make very important choices about programmes of study for Key Stage 4. These choices must be very well informed as they will have a significant bearing on your child's future. Decisions made now through the process will have a direct impact on results at Key Stage 4, choices at Key Stage 5 and on the type of career your child may follow.

We have an established process at Ivybridge Community College to ensure your child makes the choices that best meet their capabilities, needs and aspirations. Therefore, in order to provide the fullest information possible to help students make the best possible choice for them, displays will be mounted in Departmental areas, giving examples of students' work, required assessments and full details of the programme of study. Staff will be available from 5.00pm – 7.00pm to talk over the requirements and workloads. **The Year 8 Parents' Evening follows on Wednesday, 21 March 2018** at which you will receive realistic feedback of your son's/daughter's abilities and effort.

I should emphasise that both evenings are very important and stress the need for careful and detailed notes, so that when decisions are eventually reached they are made in full command of the facts.

Students cannot change courses after September so they need to be very clear about the course requirements for subjects they want to choose, especially including specific assessment criteria. It is important, therefore, to make informed choices based upon interest in the subject by following individual decisions and not to be influenced by choices made by friends.

Please can you complete the sticker in your child's Planner to confirm that you will or will not be able to attend the **Transition Meeting on Wednesday, 7 March 2018**.

Yours sincerely

Gill Taylor  
**Deputy Principal**

# Introduction

Over the coming weeks students will have the opportunity to review his/her learning so far and look at your progress in each of your subjects. This review will involve you, the most important person and also your parents, your Tutor, your Subject Teachers and your Head of Year.

At Ivybridge Community College we believe in providing a curriculum which is appropriate, balanced and relevant for everyone and which supports all students to succeed.

This booklet describes the Courses we will offer to Year 9 students from September 2018. During the first two years at the College all students study broadly the same course. From Year 9 onwards you are able to choose from a variety of courses to best suit your interests and needs. These choices are important and we hope that you and your parents will enjoy making them.

## To help you choose:

We will give as much help and advice as possible to you and your parents making these choices.

It is important for you to read this booklet carefully. Please be sure you understand exactly what a course is offering and whether you think it is a course you will succeed in.

Tutors, Subject Teachers, Heads of Department, your Head of Year and the Senior Leadership Team will advise you about making choices, as well as providing details about the content of the courses.

Each student will have a personal interview with their Tutor and Senior Member of staff about their Key Stage 4 Pathway. Students will have the opportunity to talk to each of their Teachers during lessons and at the Parents' Evening on Wednesday, 21 March 2018. Students will need to confirm their choices by returning the Option Choices Form to their Tutor by **Wednesday, 28 March**. This is the deadline for returning the Choices Form.

# Parents and Carers

This guide sets out the opportunities available at Ivybridge Community College. Please share in your child's decisions and contact us if more information would help.

Our aim is that Year 8 students should have guided choices, either English Baccalaureate Pathway or Enrich Pathway. In addition there will be some free choices, but these need to be made wisely and with the benefit of the best guidance and information at the College. Therefore, in order to secure the best progression opportunities for our students, we suggest appropriate curriculum based on aptitude and ability levels. Not all students will be eligible for all of the courses we offer.

Questions to discuss with your child:

<b>Your child</b>	<b>Your child's future</b>	<b>Yourself</b>
These may help you both decide... How does your child see him/herself? How does your child see the future? What ambitions does he/she have for the future? Are these ideas influencing his/her choices now? What are your child's interests and abilities? Which subjects would best use and develop these?	What careers and courses will be available if your child follows the subjects he/she likes and learns well? Is this a limited range of opportunities? What courses and careers will not be available? For the careers your child has in mind, which subjects are necessary or useful?	What ambitions do you have for your child? How are your ideas influencing your child? Are you encouraging your child to choose the right subjects for him or her irrespective of his or her gender?

### SUBJECT CHOICES

When considering your Option Choices you must select the appropriate Pathway as follows:

#### 1. English Baccalaureate Journey

All students to follow the EBacc subjects including:

English Language, English Literature, Mathematics, Science, **at least one** Humanities – History or Geography, **at least one** MFL – French or Spanish, **plus two** Option choices (or one Option Choice if studying three separate Sciences).

#### 2. Enhance Journey

All students to follow:

English Language, English Literature, Mathematics, Science **at least one** Humanities – History or Geography, plus three Option choices.

#### 3. Enrich Journey

All students are to be carefully guided to follow:

English Language, English Literature, Mathematics, Combined Science and other identified subjects. This Enrich Journey is by invitation only.

#### Subjects available to study are:

Art and Design	Modern Foreign Languages:
Photography	<ul style="list-style-type: none"> <li>• French</li> </ul>
Business Studies/Economics	<ul style="list-style-type: none"> <li>• Spanish</li> </ul>
Computer Science	Performing Arts:
Design Technology - Food Preparation and Nutrition	<ul style="list-style-type: none"> <li>• Dance</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>• Drama</li> </ul>
Fashion & Textiles	<ul style="list-style-type: none"> <li>• Music</li> </ul>
Geography	Physical Education
History	Religious Studies
Information & Communication Technology	Sociology
Media Studies	BTEC Health and Social Care
	BTEC Travel & Tourism

#### PLEASE NOTE:

If your subject choices cannot be accommodated within the curriculum timetable an appointment will be made with a senior member of staff to discuss the matter further.

# Option Choices

Form to be returned by  
Wednesday, 28 March 2018 to your Tutor

Name: \_\_\_\_\_ Tutor: \_\_\_\_\_

Please complete the correct Journey Option Grid:

## English Baccalaureate Journey

A		B	
Reserve Subject Choices:	1:	2:	

## Enhance Journey

A	B	C
Reserve Subject Choices:	1:	2:

## Enrich Journey

A	B	C	D
Reserve Subject Choice:	1:	2:	

Tutor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Carer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ENGLISH YEARS 9, 10 AND 11

Head of Department  
Examination Board

Ms E Fairclough, Director of English  
AQA GCSE in English Language and Literature



Year 9 is the beginning of the students' exciting journey into KS4 and the GCSE courses in English. Our department strives to foster a love of language and literature while aiming for the best results for every student. They will have nine lessons a fortnight.

### English Language

The examination syllabus concentrates on testing students' expertise in the three key skills of English:

- Reading
- Writing
- Speaking and Listening

Students will be required to study the use of language in a range of texts, including non-fiction. They will also need to craft their own writing to meet a range of purposes and audiences.

Speaking and Listening will no longer count towards final grades in GCSE English Language. Instead, it will be recorded separately on certificates as an endorsement to the qualification.

Examinations will be taken at the end of Year 11.

### English Literature

Students will study a range of literature, including Shakespeare, canonical poetry, texts from our literary heritage and modern texts.

Examinations will take place at the end of Year 11.

***Students will be taught the skills needed to achieve on these courses in Year 9, as well as undertaking regular assessments related to the GCSE. Formal mock assessments start in Year 10 with all exams for both Language and Literature at the end of Year 11: both qualifications are 100% exam. Our exam board provider is AQA for both Language and Literature.***

## MATHEMATICS YEARS 9, 10 AND 11

Head of Department  
Examination Board

Mr M Francombe  
Edexcel GCSE in Mathematics



### Teaching Groups

In Years 9, 10 and 11 students will have four lessons of Mathematics each week. Students are taught in sets for Mathematics and this is determined by their mathematical ability, their attainment at the end of Year 8 and teacher recommendation. Students will follow a linear GCSE programme of study completing their examinations in Year 11.

### Aims of the Course

Within the framework of the National Curriculum we aim to:

- consolidate basic skills and introduce students to appropriately challenging work
- develop the numerical and practical skills of students
- encourage students to apply their mathematical knowledge and understanding to solve problems
- teach them to communicate mathematically, in a clear, logical, creative and elegant way
- enable students to acquire the skills needed to use technology effectively
- encourage cooperative, independent, practical and investigative work as appropriate
- develop an appreciation for the place and use of mathematics in society and apply concepts to various situations
- stimulate interest in and enjoyment of the subject
- encourage a firm foundation for further study

### Course Content

All students will have experience of the six areas of the National Curriculum:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics



Problem solving is an integral element of GCSE Mathematics. All the areas of the National Curriculum are drawn together in solving problems based on the real world.

### **Assessment**

Assessment is based on the National Curriculum and GCSE Syllabus guidelines. Students' attainment and achievement is monitored throughout the course.

The scheme of assessment consists of two tiers:

Foundation Tier	Assesses Grades 1 - 5
Higher Tier	Assesses Grades 4 - 9

Students are entered for a particular tier according to their attainment throughout the course, and their mathematical ability. There is no coursework and all examinations will include elements of problem solving and real-life applications.

### **Books and Materials**

Students will use a mixture of texts, online resources and supplementary materials, as appropriate. All students are expected to have their own scientific calculator which they will need to use throughout the course and which can be purchased from the Mathematics Shop in College. Revision Guides will also be available from the Mathematics Department.

### **Homework**

Homework takes a variety of forms. Students may be asked to finish off a piece of work, to complete a specific homework task, to carry out a practical or statistical exercise, to investigate a specific problem or to prepare for a test. The marking and assessment of homework and classwork will depend on the nature of the task, but will consist of a comment to help the student to improve. Students may also be required to complete a homework assessment online.

## **SCIENCE**

### **YEARS 9, 10, 11**



#### **Heads of Department:**

**Biology - Mrs K Wilson Chemistry - Mr R O'Hara Physics - Mr R Barry Director of Science – Mrs D Smith**

#### **Examination Board: AQA Examination Board for Combined and Separate Sciences**

Science is a tremendously important subject, even for students who are not technically-minded or may never work in directly related areas, as it teaches students how to make sense of the increasingly complex world they live in, handle information of all kinds, and make rational judgements.

There are two routes through GCSE:

#### **1. Combined Science**

This route of scientific enquiry is an excellent preparation for future life and study and is suitable for everyone. It will be recommended to many students, but all who do not choose Separate Sciences as an Option will follow this course.

Students continue to learn Biology, Chemistry and Physics from specialist teachers, each with 3 hours per fortnight. At the end of the course they will be examined in each subject, and the marks combined to give a 'double' GCSE Grade. The course exams can be taken at Foundation Level (Grades 1-5) or Higher Level (Grades 4-9) though these decisions come much later.

#### **2. Separate Sciences**

This is effectively an enhanced route – it is suitable for students who really value their learning in Science and want as much as they can get. It may be recommended to some students, but must be chosen as an Option. Students continue to learn Biology, Chemistry and Physics from specialist teachers, but get a total of 14 hours per fortnight. At the end of the course they will be examined in each subject, and awarded a GCSE Grade in each. The course exams can be taken at Foundation Level (Grades 1-5) or Higher Level (Grades 4-9) though these decisions come much later.

**Both routes have a strong practical element**, and in fact 15% of the exam questions will be related to investigative techniques and practical skills and knowledge. Mathematics is an important tool in Science too, and 10% of questions in Biology papers, 20% in Chemistry papers and 30% in Physics papers will draw on applied mathematical skills. **Both routes prepare students well for A Level Sciences**, where the entry requirement is currently a 6 for Biology, Chemistry, Physics and Psychology, and 5 for Applied Science.

**PHYSICAL EDUCATION  
YEARS 9, 10 AND 11**

**Head of Department**

**Mrs N Philpot**



**CORE PHYSICAL EDUCATION LESSONS**

In Key Stage 4 all students continue to receive four hours of compulsory Physical Education per fortnight.

**Aims of the Course**

- To develop competence, confidence, responsibility and enjoyment in physical activity
- To understand the value of exercise as part of a healthy lifestyle and to promote life-long participation
- To develop interpersonal skills through cooperation and teamwork
- To be able to evaluate and appreciate skilful and creative performances in a range of activities

**Course Content**

In **Year 10** students have the choice of a range of different physical activity courses, selecting the most suitable course for themselves according to their strengths and interests. Each course covers six different activities, each of which is undertaken for a half term. All four PE lessons during the fortnight are spent on the same activity, making a total of 10-14 sessions depending on the length of the half term.

The courses are:

- Strategic and Tactical Activities – Competitive
- Strategic and Tactics - Recreational  
This includes a variety of games, athletics and fitness. There is some degree of choice regarding the games undertaken. This is determined by the activity course selected.
- Creative - The Creative course includes activities such as gymnastics and fitness. Further details of all courses will be explained to students during PE lessons.

The programme within curriculum time is supported and enhanced by a wide ranging extra-curricular programme. This runs before College, at lunchtime and after College and serves as a link to an extensive range of Clubs in our local community.

In **Year 9** students continue to receive four lessons of PE per fortnight and the activities covered extend their experience of Year 7 and 8, having covered a variety of activities during the three years.

In **Year 9** students will develop self-confidence in further developing their skill level, set plays, application of rules and principles of play, take more responsibility within lessons through different roles and in doing so develop their leadership/evaluation skills.

The activities covered in Year 9 act as a medium to deliver the following areas:

<ul style="list-style-type: none"><li>▪ Invasion Games – Football, Netball, Basketball</li><li>▪ Net and Wall – Volleyball, Tennis</li><li>▪ Striking and Fielding – Cricket, Rounders</li><li>▪ Creative – Gymnastics</li></ul>	<ul style="list-style-type: none"><li>▪ Health Fitness &amp; Wellbeing – Fitness</li><li>▪ Athletic Based Activities – Athletics Student will experience at least one activity in each area.</li></ul>
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**PSHE  
YEARS 9, 10 and 11**

**Head of Faculty**

**Mrs H Ryder**

During Key Stage 4, to complement the GCSE curriculum, students will also develop a firm understanding of the essential aspects of the PSHE and Citizenship curriculum. Personal, social, health and economic education (PSHE) is a planned programme of learning opportunities and experiences to help students to grow and develop as individuals and members of the wider community. Topics are presently delivered through lessons once a fortnight and then 'impact days'. Such days have the benefit of allowing the student a substantial amount of time to access the content and grasp the complexities of the topics covered.

The issues covered will range from life-skills provision through to employability. Elements of Sex and Relationships Education, Drug and Alcohol awareness will be delivered alongside anti-radicalisation and prevent strategies and financial issues, such as debt and living on a budget. The goal is to provide the student with the knowledge, skills and attributes that will enable them to lead a healthy, safe, responsible and fulfilled life. Some of these topics will be covered by external agencies through the medium of the drama and role play, whilst other topics will be in a more traditional classroom context.

There will be no external assessment in this area, however students will be required to demonstrate the application of the skills and knowledge they have acquired, producing assignments such as a CV and letter of application. The aim is to encourage students to be independent and well-informed and to support them in making effective choices in the context of lifestyle and career. PSHE education also enables children and young people to reflect on and clarify their own values and attitudes, and explore a range of perspectives designed to prepare them for adult life.

**PSHE education makes a major contribution to the Every Child Matters (ECM) 5 outcomes for children and to the College's statutory responsibilities to:**

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education and sex education

**GCSE ART and DESIGN  
YEARS 9, 10 AND 11**

**Head of Department  
Examination Board**

**Ms S Elston  
AQA**



**Rationale**

GCSE Art and Design is a practical course that encourages an adventurous and enquiring approach to Art and Design. Students will learn how to research and analyse past and contemporary Artists and Designers and gain technical skills which enable them to produce personal artwork that embraces a range of ideas, materials and processes.

The course develops skills of investigation and making through exploration and experimentation and aims to gradually allow students greater independence in developing their work and ideas.

**Key Features**

- Coursework 60%. Externally set examination 40%
- Students develop and refine a broad body of practical skills and develop their understanding of a range of technical processes
- Focus on Art and Design practice and the integration of theory, knowledge and understanding to reach a personal response
- Students are set common theme based projects
- Both coursework and examination are internally assessed and externally moderated
- Prepares students for the requirements of AS and A2 Level
- Students are able to work in a variety of the areas listed below:
  - Fine Art: drawing, painting, printmaking or mixed media
  - ICT and Computer Image Manipulation
  - Three Dimensional Design: ceramics, sculpture
  - Photography: documentary, experimental, darkroom work

**Teaching Groups**

Students are taught in mixed ability groups for two hours per week each year.

**Sketchbook**

Students must keep a sketchbook for their coursework and examination work. The sketchbook is a combination of practical and research work. It must contain evidence of the development of students' ideas, experimentation and artist research.

**Home study**

It is vital that students support their College work with regular homework (approximately one hour per week). The work completed at home will support College based work and will form a valuable part of their GCSE coursework and examination submission.

**Assessment**

Students will be expected to demonstrate their ability to:

- A01: Develop ideas through investigations, demonstrating critical understanding of sources.

- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### **Coursework** - 60% of the marks

This includes all work produced in Year 9 and 10 and the first term of Year 11. Coursework comprises a body of work that is derived from modules of theme based work. A coursework unit should include preparatory work and sketchbooks or journals related to the final piece(s).

All assessment objectives must be met in the coursework as a whole.

### **Examination 'Controlled Test'** - Ten hours - 40% of the marks

Commences in the January of Year 11, students must respond to one starting point provided by the examination board. A response to all assessment objectives is required. Students will sit a **practical** examination of ten hours, supervised time at the end of the preparatory period. Students must produce a final piece or pieces based upon preparatory studies and research.

Students will sit a trial exam in Year 10 to help them prepare for this.

### **Careers**

Students often ask 'what can I do with Art?', which is understandable given that the arts are so intrinsic to our day to day lives, that it is sometimes difficult to see how useful it can be. There is very little of our day to day lives that has not been designed or created and perhaps interesting to know that there are hundreds of career pathways encompassing traditional routes such as fine art and architecture, and more broadly; theatre, arts, crafts, product and 3D design, interior/exterior design, media/TV/music, advertising, graphics, fashion, website/App/gaming visuals, and are potentially very lucrative, in fact the creative industries have remained one of the few strong areas of growth in this country in recent years. Coupled with more generic skills that the course develops e.g. creative thinking and problem solving skills, understanding of aesthetics, resilience and effective time management skills, can make you very appealing to a potential employer.

Take a look at the websites and be inspired ...

[www.theartcareerproject.com](http://www.theartcareerproject.com)

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk) - select 'job profiles' scroll down and select 'Arts, crafts and design'.

[www.studentartguide.com](http://www.studentartguide.com)

## **GCSE ART and DESIGN - PHOTOGRAPHY YEARS 9, 10 AND 11**

**Head of Department  
Examination Board**

**Ms S Elston  
AQA**



If students opt for Photography they should understand that the course is an art based course and students will be expected to work in a range of materials to develop their ideas creatively. Students will also be required to research and write about photographers and analyse their own images.

### **Cameras**

**You will need your own digital camera to start the course.** The Department has a bank of manual SLR cameras for black and white work. You do not need to buy an expensive Digital SLR camera to learn about photography, but fantastic if you have one. The more control you have over your camera, the better of course, but photography is about seeing the opportunity for a great image and grabbing it.

Compact cameras can be very high quality and allow you to develop your photographic skills. The important features are a minimum of 12 megapixels to allow for photographs to be printed to a large scale effectively, an optical zoom feature and a macro mode. Please contact the Department if you wish to discuss further.

### **Rationale**

The GCSE Photography course encourages an adventurous and enquiring approach to Photography. Successful students should be able to demonstrate an understanding of past and contemporary Photographic practice and be able to produce a personal response that embraces a range of ideas.

The course develops skills of investigation and making through exploration and experimentation. It will have a large digital and artistic/experimental component with some wet darkroom and film work.

The GCSE Assessment criteria for Photography require that not only practical skills and abilities should be developed but also the study of Photography and its various contexts should inform students' own work. Photography is not just taking photographs – it is so much more! You don't take photographs, you make them!

### Key Features

- Coursework 60%. Externally set examination 40%.
- Focus on the conventions of photographic practice and the integration of theory, knowledge and understanding to reach a personal response.
- Students are set a range of theme based projects.
- Both coursework and examination are internally assessed and externally moderated.
- Prepares students for the requirements of A Level Photography.
- Students will be able to work in a variety of the areas listed below:
  - Photography: digital, documentary, experimental, darkroom work
  - ICT and Computer Image Manipulation
  - Fine Art approaches and extensions to photography including collage, printmaking and low relief work

### Careers

Most students who follow a photography route specialise in one of the following areas: portrait; fashion; commercial; wildlife; fine arts; scientific and medical; press or sports. Typical employers include media organisations such as newspapers, magazines, film and television; wedding photographers or high street photography companies; large organisations such as universities, hospitals or airports; cruise liners, holiday companies and theme parks; the police – for 'scene of the crime' photography and advertising companies. A large number of photographers are self-employed and work in a freelance capacity. Many photography graduates choose to use their creative skills in related areas such as marketing, advertising, web design and digital marketing, where opportunities exist with a range of businesses and consultancies.

<https://nationalcareersservice.direct.gov.uk/job-profiles/photographer>

<https://www.prospects.ac.uk/job-profiles/photographer>

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/photography>

### Teaching Groups

Students are taught in mixed ability groups for two hours per week each year.

### Work Journal

Students must keep a sketchbook for their coursework and examination work. It must contain evidence of the development of students' ideas, homework and class shoots, experimentation and photography research.

### Home study

It is vital that students support their College work with regular homework (approximately one hour per week). **Students will need to take photographs in their own time and at weekends throughout the course.** The work completed at home will compliment College based work and will form a valuable part of their GCSE coursework and examination submission.

### Assessment

Students will be expected to demonstrate their ability to:

- Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
- Record ideas, observations and insights relevant to their intentions in visual and/or other forms.
- Present a personal and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate making connections between visual, written, oral or other elements.

### **Coursework** - 60% of the marks

This includes all work produced in Year 9 and 10 and the first term of Year 11. Coursework comprises a body of work that is derived from modules of theme based work. A coursework unit should include sketchbooks and final outcomes.

All assessment objectives must be met in the coursework as a whole.

### **Examination "Controlled Test"** - Ten hours - 40% of the marks

Commences in the January of Year 11, students must respond to one starting point provided by the examination board and produce a sketchbook of preparatory work. A response to all assessment objectives is required. Students will sit a practical examination of ten hours, supervised time and the end of the preparatory period. Students must produce a final piece or pieces based upon preparatory studies and research.

## **COMPUTER SCIENCE YEARS 9, 10 AND 11**

**Head of Department  
Examination Board  
Qualification**

**Mr N Bechley  
OCR  
Computer Science**



This new and exciting GCSE gives students an excellent opportunity to investigate how computers work and how they are used, and to develop computer programming and problem-solving skills. They will also do some fascinating in-depth research and practical work. For example, some of the current investigations look at JavaScript, Python, encryption and assembly language programming.

This three unit course is designed to give students an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. They do not need to have studied the subject before, and assessment is based on two written exams.

### **Teaching Groups**

Students are taught in classes of approximately 25 students. All work will involve the use of computers, and in addition some hand-drawn design work will be required. Students will receive two taught hours per week in Years 9, 10 and 11.

### **Aims**

The course will help students learn about computational thinking, analysis and problem solving. It is a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life.

### **Content**

The course comprises three units:

- **J276/01 – Computer Systems and Programming (50%).** This unit will cover the theory about a wide range of issues including the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.
- **J276/02 – Computational thinking, algorithms and programming (50%).** This unit is hugely practical and covers algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.
- **Programming Project.** This will call on students to design, code and test a solution to three tasks using a suitable programming language. You will have to spend 20 hours within lesson time on a programming project to a given specification.

### **Careers**

There are a huge range of career options available, to name a few: IT Technician, IT Consultant, Computer Engineer, Software Engineer, Analyst, Data Modeller, Systems Administrator, Network Administrator, Software Applications Developer, Programmer, Hardware specialist, Software and Network Security, and Telecommunications. Programming skills are also heavily used in many science and financial careers.

### **Homework and Assessment**

The entire scheme of learning for Computer Science is housed within the College's Virtual Learning Environment (VLE). This allows for 24/7 learning and student access to expert video tutorials, electronic worksheets and teacher feedback at any point.

Both of the first two units are weighted at 50% of the overall GCSE (Computer Systems and Computational Thinking, Algorithms and Programming) and are assessed through a written examination paper at the end of Year 11. In order to emulate the form of assessment in these units, students work toward a terminal written examination at the end of every learning topic (typically every 3 weeks). Homework is issued which entails the taking of notes from videos on the topic with the aim of improving subject knowledge on the topic. Student scores are then tracked; support and extension sessions are then offered to assist students in exceeding their target grades.

Preparation for the Programming Project is done through the use of Code Academy's Python and a VLE course on Python. The Python programming language is a versatile and user-friendly starting point for students which allows for very impressive end results. Students' progress is tracked throughout their practical application of Python programming tasks with students asked to produce video tutorials explaining their code. Homework is set on a range of activities relating to extending students' understanding of programming.

All resources for this course will be made available on the College's Website (<http://www.ivybridge.devon.sch.uk>). Students will be able to access these resources within College and from home.

Students can log into the college VLE and view the courses via <http://vle.ivybridge.devon.sch.uk/>

## **DESIGN & TECHNOLOGY: GCSE FOOD PREPARATION AND NUTRITION YEARS 9, 10 AND 11**

**Head of Department**  
**Deputy Head of Department**  
**Examination Board**

**Mr A Strawford**  
**Miss C Northey**  
**AQA**



### **Rationale**

This exciting GCSE course in Food Preparation and Nutrition will equip students with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply the principles of food science, nutrition and healthy eating.

Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways, and develop vital life skills so that they can feed themselves and others affordably and nutritiously.

### **Aims of the Course**

Students who take the GCSE Food Preparation and Nutrition will learn about the following topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

### **Teaching Groups**

Students are taught in mixed ability groups for two hours per week. Students who wish to study GCSE Food Preparation and Nutrition should be eager to do lots of practical work, which is backed up by theory. Students will regularly need to bring in ingredients for practical.

### **Homework**

It is vital that students support their College work with regular homework (approximately one hour per week). This may take the form of written work, research or designing and problem solving activities as well as sourcing ingredients for creating various dishes.

### **Non-exam Assessment**

#### **Task 1: Food Investigation**

A written report of (1,500 – 2,000 words) demonstrating the student's understanding of the working, characteristics, functional and chemical properties of ingredients. This is a practical based element.

#### **Task 2: Food Preparation Assessment**

Students will prepare, cook and present a final menu of three dishes which demonstrate the student's knowledge, skills and relation to the planning, preparation, cooking, presentation of food and the application of nutrition.

## **Terminal written examination: Food Preparation and Nutrition**

Written Paper 1 hour 45 minutes - One written paper which will be externally set and marked (50% of GCSE).

## **GCSE DESIGN & TECHNOLOGY: YEARS 9, 10 AND 11**

**Department Team Leader  
Deputy Heads of Department  
Examination Board**

**Mr A Strawford  
Mr B Arthur/Miss Northey  
AQA**



### **Rationale**

This recently developed subject places greater emphasis on understanding and applying the design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems.

This course builds directly upon our Design and Technology foundation experience in Years 7 and 8 and is intended for learners interested in using materials in a practical way, whilst also understanding the working properties of those materials. Students will have the opportunity to develop skills in making high quality products using a range of materials including, amongst others, wood, metal and plastic. They will be encouraged to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. All students will have the opportunity to use both traditional skills and modern technologies.

### **Course content:**

This exciting qualification enables learners to:

- develop a broad knowledge of materials, components and technologies.
- develop practical skills to produce high quality functional products.
- develop decision making skills through independent, team and collaborative work.
- communicate their decisions effectively to a third party.
- be able to read, interpret and work from drawings, plans and instructions.
- be able to produce working drawings and production plans.
- develop an understanding of quality and how this can be achieved by making to fine tolerances.
- use materials efficiently in relation to cost and environmental impact.
- demonstrate safe working practices.
- use key technical terminology related to materials and processes.
- develop the knowledge and understanding to evaluate and refine their own skills.
- develop an awareness of industrial practices and employment opportunities.

### **Teaching Groups**

Students are taught in mixed ability groups for two hours per week throughout the course.

### **Homework**

Homework is given on a weekly basis and may take the form of written work, research or designing and problem solving activities.

### **Assessment**

#### **Non Examined Assessment (NEA)**

The non-exam assessment for this course is made up of a single design and make task. Contextual challenges are released annually by AQA on 1 June in the year prior to the submission of the NEA. The non-exam assessment is a substantial design and make task intended to take approximately 30-35 hours to complete and represents 50% of the GCSE qualification. Students will produce a prototype product and a portfolio of design evidence in which they are required to:

- identify and investigate design possibilities
- produce a design brief and specification
- generate design ideas
- develop design ideas
- realise design ideas (produce a practical piece)
- analyse and evaluate outcomes

#### **Paper 1 – (terminal examination)**

Students are required to sit a single two-hour written examination at the end of the course. This examination represents 50% of the GCSE and covers three main areas of study:

- core technical principles (20 marks)
- specialist technical principles (30 marks)
- designing and making principles (50 marks)



**ECONOMIC AND BUSINESS EDUCATION**  
**Years 9, 10 and 11**



**Head of Department**  
**Examination Board**

**Mr C McStay**  
**Edexcel**

**Students will select Economic and Business education as their Option choice. There will then be consultation as to whether the student follows the GCSE Economics pathway or the GCSE Business pathway. A brief overview of both courses is given below:**

**GCSE Business**

Business Studies will support students into a range of careers, further education and self-employment. It does not matter that you have not studied Business prior to taking this course.

**What will I learn?**

You will be introduced to the world of small businesses and will look at what makes someone a successful business person and the qualities and skills they use. You will find out how to develop an idea and spot an opportunity, and then the processes to turn that into a successful business. You will understand how to make a business effective, and how a business needs and uses money. You will also see how the world around us affects small businesses and all the people involved.

**How is it assessed?**

There are two exam papers, both 1 hour 30 minutes long. Each exam paper is worth 50% of the qualification.

**Theme 1 – Investigating Small Business**

**Theme 2 – Building a Business**

**GCSE Economics**

Economics is seen as a vitally important area of study for any young person considering a career in industry, commerce or politics. The study of Economics is a study of how the world works. **Given the academic nature of this course, it is unlikely to suit students who are not on track for a Grade 6 or above in English and Maths**

**What will I learn?**

The aim of the course is to encourage an interest in and an understanding of current economic issues, problems and institutions that affect your everyday life. The course content covers concepts, which affect individuals, organisations, societies, regions, nations and the global economy.

**How is it assessed?**

There are two exam papers, both 1 hour 30 minutes long. Each exam paper is worth 50% of the qualification.

**Theme 1 – Introduction to Microeconomics**

**Theme 2 – National and International Macroeconomics**

**GCSE Fashion & Textiles**  
**YEARS 9, 10 AND 11**

**Head of Department**  
**Lead Teacher**  
**Examination Board**

**Ms S Elston**  
**Miss Chaker**  
**AQA**



**Rationale**

GCSE Fashion and Textiles is a practical course that encourages an adventurous and enquiring approach to the subject. Successful students should also be able to demonstrate an understanding of past and contemporary Fashion and Textiles practice and be able to produce personal designs practical samples and garments/outcomes that embrace a range of ideas.

The course develops skills of investigation and making through exploration and experimentation and aims to gradually allow students greater independence in developing their work.

The GCSE Assessment criteria for Fashion and Textiles requires that not only practical skills and abilities should be developed, but also the study of Fashion and Textiles and its various contexts should inform students' own work.

**Key Features**

- Coursework 60%. Externally set examination 40%

- Students develop and refine a broad body of practical skills and develop their understanding of a range of technical processes
- Focus on Fashion and Textiles practice and the integration of theory, knowledge and understanding to reach a personal response
- Students are set common theme based projects
- Both coursework and examination are internally assessed and externally moderated
- Prepares students for the requirements of AS and A2 Level
- Students will be able to work in a variety of the areas listed below:
  - Fashion: Garment and accessory production
  - Textiles: woven, construction, embellishment, embroidery and colouring techniques

### Teaching Groups

Students are taught in mixed ability groups for two hours per week each year.

### Sketchbook

Students must keep a sketchbook for their coursework and examination work. The sketchbook is a combination of practical and research work. It must contain evidence of the development of students' ideas, experimentation and artist/designer research.

### Home study

It is vital that students support their College work with regular homework (approximately one hour per week). The work completed at home will support (back up) College based work and will form a valuable part of their GCSE coursework and examination submission.

### Assessment

Students will be expected to demonstrate their ability to:

- A01: Develop ideas through investigations, demonstrating critical understanding of sources.
- A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- A03: Record ideas, observations and insights relevant to intentions as work progresses.
- A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### Coursework - 60% of the marks

This includes all work produced in Year 9 and 10 and the first term of Year 11. Coursework comprises a body of work that is derived from modules of theme based work. A coursework unit should include preparatory work and sketchbooks or journals related to the final piece(s).

All assessment objectives must be met in the coursework as a whole.

### Examination 'Controlled Test' - Ten hours - 40% of the marks

Commences in the January of Year 11, students must respond to one starting point provided by the examination board. A response to all assessment objectives is required. Students will sit a practical examination of ten hours, supervised time at the end of the preparatory period. Students must produce a final piece or pieces based upon preparatory studies and research.

### Career Options in Fashion & Textiles

We have a strong track record of helping our students to gain places at the Fashion/Textiles colleges of their choice. Many of our students go on to work in the Fashion and Textiles industry after gaining a good degree from a top London College. Some of the career options available to you could be:

- Fashion Designer (Menswear/Womenswear/childrenswear)
- Textiles designer (Woven/Knitwear/embroidery/Printed)
- Pattern cutter
- Fashion Journalist (Working for magazines)
- Fashion blogger (working for a company or your own business)
- Fashion marketing and promotion (Taking a product to the market)
- Merchandiser (Visual displays in shops)
- Buyer (for a store, often involves a lot of overseas travel)
- Fashion events manager (arranging fashion shows/events for people/companies)

Take a look at the website and be inspired ...

<https://theswatchbook.offsetwarehouse.com/2016/08/05/get-jobs-fashion-textiles-2/>

## **GEOGRAPHY YEARS 9, 10 AND 11**

**Head of Department  
Exam Board**

**Miss S Morley  
AQA**



### **Is this the right subject for me?**

In order to answer this question, ask yourself what you enjoy about studying Geography. Try these questions.

#### **Do I want to:**

- Learn about and understand the world I live in?
- Develop skills that will help me in other subjects and in employment, such as GIS, ICT and research?
- Complete practical work away from the classroom?
- Learn how to work in a team with other students?
- Learn through investigation and enquiry.

#### **What will I learn?**

The world is always changing. This course gives you the chance to learn about those changes. There are four main areas of study.

**Place:** You will develop a knowledge and understanding of the UK's Geography, including looking at its physical and human landscapes, how it is changing and its links with the rest of the world.

**Physical Geography:** You will look at how geomorphic processes have influenced the landscapes of the UK. You will also study the changing nature of weather and climate, including natural weather hazards.

**People and Environment:** You will study two ecosystems by looking at how they operate and how they can be sustainably used and managed. There will also be a focus on the pressures a growing population puts on our resources such as water and energy and how we manage them.

**Human Geography:** You will assess the causes and effects of rapid urbanisation. The unit will also look at global economic development issues and why it is that some countries are becoming richer whilst others are still struggling.

#### **Fieldwork:**

Fieldwork is a vital part of GCSE Geography. You will go on a fieldtrip in each year of your GCSE. The trips will vary each year but will be designed to help support the learning in the classroom. Typical locations include Looe, Haytor and Beesands. The skills that you learn on these trips will be examined in Year 11.

#### **How will I be assessed?**

You will be assessed through examinations, including the fieldwork skills which will make up 15% of the total mark.

#### **What do I need to know, or be able to do, before taking this course?**

You will have learned a number of geographical skills and a body of geographical knowledge at Key Stage 3. These will be developed further during the GCSE course to give you a deeper understanding of the world. Much will be new but your previous study of geography will have helped to prepare you to think like a geographer, so the development of new skills and concepts will be easier.

#### **What can I do after I've completed the course?**

Geography really is an education for life. Employers and universities value the broad range of transferable skills that Geography delivers. Geography fits neatly with Science, Arts and Humanities. Geographers also tend to have very good ICT skills. A GCSE in Geography is excellent preparation for a career in planning, resource and countryside management, tourism and recreation and environmental management and development. Many geographers also move into general management careers or branch out into journalism.

#### **Why study Geography?**

- You enjoy learning about people and their societies, economies and cultures.
- You enjoy learning about the natural world, its features and awe inspiring wonders.
- You have a concern for the environment, wildlife and human impact on the planet, including causes and impacts of climate change.
- You are keen to learn and develop a wide range of skills.
- You want to study contemporary topics and think about how we might shape our future.
- You are seeking a broad based academic subject.

### **The study of GCSE Geography can help you to:**

- Develop a knowledge and understanding of current events from the local area to the global.
- Investigate the earth and its peoples.
- Study the features of the earth – such as mountains, rivers and seas – and how they are formed.
- Develop a range of useful skills such as map reading, data collection, ICT and problem solving.
- Gain an understanding and appreciation of the cultures and backgrounds of people from all over the world.

## **HISTORY**

### **YEARS 9, 10 AND 11**

**Head of Department  
Examinations Board**

**Mrs K Tamlin  
OCR History B (SHP)**



### **Introduction: Why Study History?**

History, at GCSE level and beyond, is highly regarded by Colleges and Universities as an important, useful and relevant subject, showing above all the ability to think widely around a subject and to develop one's opinions and judgements.

Employers love it! History today is widely recognised as a subject especially useful to students thinking about careers for which you need good management skills. What job today does not require such skills? If you want to work with people, are interested in personnel work, the Civil Service, local Government, the Law, the media; then History should definitely be on your options list.

Finally, every student should consider History as an option. How else do you find out about your own country's development and achievements? How else can you make sense of what is happening in the world today?

### **Aims of the course**

- To actively engage in the process of historical enquiry.
- To develop understanding of how the big issues in the world today have come about.
- To develop critical and reflective thinking.

### **Content**

#### **1. Thematic Study: The People's Health, c.1250 to present (20%)**

This unit focuses on a theme that connects history with students' lives and gives them a greater understanding of how Britain developed over time. Students will study the impact of disease epidemics such as the Black Death, Cholera and Spanish Flu. They will also investigate the development of public health initiatives.

#### **2. British Depth Study: The Norman Conquest, 1065–1087 (20%)**

This unit focuses on the invasion of Britain by William the Conqueror. Students will study key battles and gain understanding of the impact of the Conquest on peoples' lives.

#### **3. History Around Us (20%)**

Students will study a local historical site and assess its importance on both a local and national scale.

#### **4. Period Study: The Making of America, 1789–1900 (20%)**

This unit gives students an insight into the development of America from the appointment of the first president in 1789 to the end of the nineteenth century when the USA was set to become a world power. Students will gain knowledge of how American territory grew, the treatment of Native Americans and divisions over slavery.

#### **5. World Depth Study: Living under Nazi Rule, 1933–1945 (20%)**

Students will learn about the impact of Hitler's dictatorship on peoples' lives in Germany and occupied Europe. Students will investigate the methods Nazis used to maintain control such as terror and propaganda.

### **All units will be externally assessed through examination at the end of Year 11**

The course is structured and delivered in a manner that promotes the full potential of each individual student. Examination results are testimony of the success of the Department in meeting the needs and aspirations of its students, and equally there are high expectations by staff from the students, in terms of their commitment and endeavour.

## Materials

The Department provides each student with source books, worksheets and links to online learning. Additionally, textbooks are purchased within the Department so that each student has sufficient material both at College and at home. The Department has also prepared revision booklets for many of the topics.

## ICT (Information and Communication Technology) YEARS 9, 10 AND 11

**Head of Department  
Examination Board  
Qualification**

**Mr N Bechley  
Edexcel  
Level 2 Certificate in Digital Applications (CiDA)**



This is an established and well developed course, graded at A\* - C, and has been developed specifically from the latest government guidelines, and has built upon an outstanding existing framework of topics in which students have been fully engaged.

It is targeted at all students who have an interest in ICT, creating interactive media products, website design or animation. In addition, the course supports and develops students to be able to:

- select, use and apply a range of 2D and 3D techniques, processes, media and materials to create fully interactive multimedia applications;
- develop personal responses to artistic themes and design briefs;
- determine areas of interest and skill for progression to further courses of study or employment.

Students will work towards the development of an interactive multimedia solution for the brief specified by the examination board. To begin this project they are introduced to advanced design theory and asked to conduct research on a range of existing products. Once they have enhanced their understanding of advanced design processes and techniques, the students begin designing their own multimedia products in response to the design brief that has been issued.

As in industry, this then leads the students on to create their interactive multimedia product and obtain feedback from their client. At present students are producing an online Action Brochure for a water-sports holiday company, and must include their own video, flash animation, fully linked and interactive content and sound clips.

Students have two years to create their own exciting and interesting response to the brief which has the potential to change the way that they approach the world of work. This unit then leads into the final unit of work completed in Year 11 which utilises all the of knowledge, skills and understanding from the

## Teaching Groups

Students are taught in classes of approximately 25 students. All work will involve the use of computers, and in addition some hand-drawn design work may be required. Students will receive two taught hours per week in Years 9, 10 and 11.

## Aims

The course provides students with a diverse skill and knowledge base and a broad and comprehensive understanding of ICT and interactive media. Breaking this down into specific skill and knowledge areas, the course builds personal skills of communication, creativity, time management and problem-solving; and ICT skills including:

- an understanding of advanced design principles;
- an understanding of interactive media software packages (including sound, video and animation, platforms and hardware);
- an understanding of image editing, image types and file types;
- an understanding of internet technologies and capabilities;
- effective presentation of work.

## Content

Below are the units that have are included in the specification. Unit 2 is coursework based and externally moderated, and Unit 1 is a timed examination to create a website that meets the brief issued by the examination board. Unit 1 will draw upon the knowledge and skills developed throughout the course. At present the qualification is awaiting government approval (along with the majority of other 2021 qualifications) and this information is based upon the early specification draft.

**Unit 01      Developing Web Products (25% of the course)**

**Unit 02      Creative Multimedia (75% of the course)**

### Future Careers

There are a huge range of career options available, to name a few: Multimedia, Information Systems, Game Design, Advertising, Graphic Design, Audio Engineer, Animator, Project Manager, Composer, Web Developer, Production Assistant, Creative Director, Web Content Manager, Computer Science, Computing and Networking, and Network Security.

### Assessment and Homework

The entire scheme of learning for CiDA is housed within the College's Virtual Learning Environment (VLE). This allows for 24/7 learning and student access to expert video tutorials, electronic worksheets and teacher feedback at any point. Students receive frequent feedback and marking in the VLE and at any point can see how they are progressing through the course.

Homework is an important part of the process of building up a personal portfolio. Access to a computer at home is not essential, but they will need to make efforts to use College computing facilities during lunchtimes or after College hours. Homework is issued where students are asked to extend their written documents and to collate resources from outside of College; examples have included video reviews from peers and siblings, photos of water-sports activities and written quotes and star ratings from users. All resources for this course will be made available via the College's VLE at <http://vle.ivybridge.devon.sch.uk/>.

### GCSE MEDIA STUDIES

**YEARS 9, 10 AND 11**

**Head of Department: Miss Fiona Samuel**

**WJEC Eduqas GCSE Media Studies**



### Course Information

- You will study three components in GCSE Media Studies:

<b>Component 1:</b> Exploring the Media 40% of qualification	<b>Component 2:</b> Understanding Media Forms and Products 30% of qualification	<b>Component 3:</b> Creating Media Products 30% of qualification
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- There will be **two exams** lasting 1½ hours each (worth 70% of final grade).
- There will be **one NEA (Non Examination Assessment unit)**, which will require you to apply your knowledge and understanding of the media to analyse and produce texts (worth 30% of final grade).
- You will be creating your own media and working closely to briefs provided by the exam board.

### Why study Media?

Today we are surrounded by media wherever we look. There is the internet, TV, film, radio, magazines, papers... the list goes on. Not only is Media Studies interesting and relevant, it gives you valuable skills to help understand the world around you. You can apply many of these skills to GCSE English too - students often do better in English when they take Media Studies as well.

If you are hoping for a career in the exciting, innovative and competitive entertainment and media industries, GCSE Media Studies will give you a great head start: Media Studies lets you create your own media product like film trailers, advertisements, web pages or music videos.

### What is it all about?

The WJEC Eduqas GCSE Media Studies course is completely up-to-date. You will learn about media theory and practice, covering:

- Media industries - worth £977 billion globally.
- Media audiences - how the media target, reach and address audiences.
- Media representations - develop an understanding of how the media portray events and social groups.
- A range of different media forms - audio visual, online, and print.
- New technologies - an exciting aspect of media that is growing in importance.

### Can it help me in other subjects?

The skills you learn in Media Studies help you in English too. If you study together, you could get better grades in both subjects. Core activities in both subjects are:

- analysing texts.
- communicating findings.
- being imaginative and creative.

**“In the modern world, media literacy will become as important a skill as Maths or Science.”** Tessa Howell, Former Secretary of State for Culture, Media and Sport.

## GCSE MODERN FOREIGN LANGUAGES YEARS 9, 10 AND 11

### French and Spanish National Curriculum Key Stage 4

**Head of Department  
Examination Boards**

**Mrs Céline Dwyer  
AQA Full Course**



The learning, in the world of work, of a modern foreign language, is now seen as more important than ever and an essential ingredient of a balanced yet broad curriculum. It is most certainly in every student's interest that he/she studies, with real commitment, at least **one** modern foreign language at Key Stage 4 and there will be an opportunity to study a second Modern Foreign Language if appropriate.

**At Ivybridge Community College we are able to offer two languages in Years 9, 10 and 11- French and Spanish.**

#### **1. Aim of Modern Foreign Language Course at Key Stage 4**

- To develop the ability to use French/Spanish effectively for purposes of practical communication.
- To develop the ability to use French/Spanish both imaginatively and creatively and to understand them.
- To develop an understanding of the grammar of French/Spanish.
- To develop an awareness of the nature of language and language learning.
- To offer insights into the culture and civilisation of French/Spanish speaking countries and communities.
- To encourage positive attitudes to foreign language learning and to speakers of foreign languages and a positive approach to other cultures and civilisations.
- To develop students' understanding of themselves and their own culture.
- To provide enjoyment and intellectual stimulation.
- To form a sound base of the skills, language and attitude required for further study, work and leisure.
- To promote skills which have a wider application, such as Information Technology and learning skills (e.g. analysis, memorising, drawing, inference).

#### **2. Teaching Groups in Year 9**

##### **A.** After one or two years' study:

French and Spanish courses: Students in these courses are in sets, decided upon at the end of Year 8. They are continuous courses and follow on from the basic groundwork accomplished in Years 7 and 8.

##### **B.** Ab initio: (i.e. students have not studied the language in Years 7 and 8).

Students will be expected to complete some self-study during the summer holiday in preparation for Year 9 to cover the basic groundwork that would have been completed during Years 7 and 8. Students wishing to start Ab initio should consult the Head of Department before they make their final decision.

### 3. GCSE – AQA Full Course

Since September 2017, Year 9 students have been studying the new AQA GCSE Specification. There is no longer any Controlled Assessments, but instead final examinations in the four skills (see below).

This Specification leads to the GCSE examination at the end of Year 11 for all students. Students will need to learn thoroughly all the topic areas and vocabulary. There is also greater emphasis being placed on the active four skills (Listening, Reading, Writing and Speaking) which will be equally weighted at 25% in the final GCSE Examination.

Reading, Writing and Listening will be externally assessed examinations. Speaking will also be assessed externally, but will be conducted by an ICC Teacher.

### 4. General Objectives: Skills in GCSE

The purpose of the GCSE examination is to assess each student's ability:

- AT1 to understand and respond to spoken language (Listening)
- AT2 to communicate in the spoken language (Speaking)
- AT3 to read, understand and respond to the written language (Reading)
- AT4 to communicate in the written language (Writing)

In order that students may demonstrate their achievement of the differentiated objectives, two levels of examination (Foundation and Higher) are offered.

After consultation with their Language teacher, students will be entered for either a Foundation Paper or a Higher Paper in all four skills.

### 5A. Awarding and Reporting

Following government reforms, students will be awarded a grade from 1 to 9, with 9 being the highest. Students will get a U where performance is below the minimum required to pass the GCSE.

### 5B. Course Content- topics

Students will need to be able to use and understand French or Spanish across a variety of topic areas including vocabulary and grammar. All will have general application across the four skill areas of Listening, Speaking, Reading and Writing.

Topics with which students are expected to deal, for purposes of practical communication, are as follows:

- Theme 1: Identity and Culture  
(me, my family, friends, technology in everyday life, free time activities, customs and traditions)
- Theme 2: Local, National, international and global areas of interest.  
(Home and local area, social and global issues e.g. poverty, environment, travel and tourism)
- Theme 3: Current and Future Study and Employment  
(Studies, life at school, education post 16, jobs, ambitions)

### 5C. Course Content- skills

**Key Stage 4** (Years 9, 10 and 11) needs to be seen as a coherent whole. Within the framework of the areas covered at KS4, students should be able to:

- Understand specific details in statements, questions, instructions and requests from both strangers and friends and to extract relevant specific information from announcements, interviews, monologues and dialogues.
- Respond to prepared and unprepared questions. In addition to this, they should be able to take on the role of interpreter or intermediary in an exchange between other parties and in general conversation to pass on more extensive information about themselves in such a way as to be understood by a sympathetic native speaker.
- Understand instructions, signs and notices on public display; to ascertain the subject matter of, or extract a specific detail from, a more complex extract through skim reading. Many students should be able to extract specific information from written texts or extracts from texts such as brochures, guides, letters, articles from newspapers and magazines and other



forms of continuous writing. They should also be able to skim read in order to ascertain subject matter.

- Convey basic information to strangers and friends in the form of lists, messages, forms, notes and postcards and to elicit basic information from others. Many students will also be able to convey this information in the form of letters, written in response to a stimulus in the foreign language.
- (More able students) Draw conclusions and identify relationships between ideas with material they hear. In addition, they will be able to complete more open-ended speaking tasks involving elements of unpredictability and negotiation and will be able to express ideas, emotions and attitudes. They will be able to read for enjoyment and information. Finally, more able students should be able to elicit and convey information, attitudes and opinions in written form.

#### **6. Course books/materials/resources**

Use will normally be made of one main course book produced specifically for the AQA board, Studio (French) and Viva (Spanish). However, a variety of other materials and course books will also be used by the teachers and students where these are considered appropriate. These will include a range of multimedia resources and when available, access to the computer suite and materials/tasks offering differentiated activities in single and multi-skill tasks. These will provide students with opportunities to work independently, in pairs and in groups, and thus further develop a range of learning styles.

Advice can also be given on the useful Study Guides for examination purposes, if the individual student wishes to purchase extra materials and a letter will be issued to every Key Stage 4 student at the beginning of the year with appropriate details.

#### **7. Dictionaries**

Dictionaries will be a valuable resource for reference and learning during Key Stage 4 and should be encouraged for use at home. Dictionary skills are taught as part of the curriculum.

#### **8. Homework**

Homework will be set twice a week and should last at least thirty to forty-five minutes. This, it must be pointed out, is a minimum requirement and students studying a modern foreign language are advised to do as much as they can and as regularly as they can. It must also be remembered that a 'learning' style homework will often be set which will require no writing at all. Learning vocabulary should be seen as extremely important. Work done at home is an integral part of the learning process being reinforcement and extension of work done in the classroom.

#### **9. Assistants**

At Ivybridge Community College we are extremely fortunate in having the help of French and Spanish native speakers or 'Assistants'. They provide invaluable help for the students in their preparation for the speaking test in the examination, as well as giving them the confidence to converse in the foreign language.

#### **10. Visits**

At KS4, students are given the opportunity to take part in a French exchange, which we run in Caen in Normandy, France. This trip has proven to be an incredibly valuable experience as it not only gives a real insight into French culture but students also gain in confidence with their spoken language in a remarkable manner.

There is also a Spanish linguistic trip to Salamanca during which students attend tuitions every morning and visit culture sights in the afternoons. Again, this trip is an incredibly enriching opportunity.

As soon as the Option Choices have been confirmed you will receive information letters about the trips mentioned above but for your information the approximate cost for each trip are detailed below.

<b>Trip</b>	<b>Where</b>	<b>Approx Cost</b>	<b>Approx. no. of students who can take part</b>	<b>When/Who:</b>
French Exchange	Caen, Normandy	£280	27	June 2019 Year 9
Spanish Linguistic	Salamanca	£590	25	November 2018 Year 9

**11. Assessment/Trial Examinations/Marking**

Continuous assessment will be supplemented by formal Departmental assessments, which will be used to establish the levels of attainment by each student in all the four skill areas. This will clearly help the teacher to produce regular profiles for each student, which can be reported home. Each student will be encouraged to take an active role in his own progress and assessment. There will also be trial examinations taken in the Autumn and Spring Term in Year 11. Past papers will be taken and this will help teachers decide upon appropriate sets and patterns of entry in the GCSE examination. Such decisions will be, again, done in consultation between the language teacher and the individual student.

**12. Marking**

Students' work will be regularly marked and promptly returned following agreed College marking policy procedures. Through marking and assessment of work, students will be made aware of the type of grade(s) they are capable of achieving in the eventual GCSE examinations.

**13. Reporting**

Formal reporting to students and parents will include the completing of Interim reports as per College Policy.

**14. ICT**

Students will have the opportunity to use an ICT suite so that they can work in pairs and independently, more effectively for the GCSE examination. We are also fortunate to have a trolley of iPads available for use in the MFL Department.

**15. How you can assist your child**

- (a) Encourage them to be organised and to bring the following to lessons: exercise book, pens, pencils, rubbers, rulers and colouring pencils (or felt pens).
- (b) Buy a small dictionary in the relevant foreign language (Collins New Pocket Dictionary series is excellent).
- (c) Draw their attention to French/Spanish programmes on the television or radio, or to interesting items in newspapers and magazines.
- (d) Try to help them with their 'learning' homework.
- (e) If at all possible encourage links with foreign speaking people or best of all, visit the country whose language is being studied!
- (f) Hardest of all perhaps, try to learn a little of the foreign language yourself so that you can learn with your child. It could be fun!

**16. Contact Information**

If you have any queries, please do not hesitate to contact either your child's French/Spanish teacher or Mrs Céline Dwyer, Head of Department.

**A bientôt! \* Hasta La vista!**

**PERFORMING ARTS: DANCE  
YEARS 9, 10 AND 11**

**Head of Department  
Examination Board**

**Mrs H Reddy  
AQA**



**Why Choose Dance?**

"Dance is vital, an activity both exhilarating and liberating to watch or do. The instinct to dance is fundamentally joyous and no matter how hard you try you can't get away from that for long. It can also be a huge force for good, effectively drawing people together and levelling everyone through sheer hard work. It can speed up your heart rate, it can enliven your being, it can change your life".  
*Richard Alston*

**Aims of the Course:** The main aims of the course are to promote and extend the students' knowledge of Dance as an artistic experience. Students will be given the opportunity to perform, create and appreciate a variety of dance styles and cultures. The course allows them to be creative, using their own ideas and appreciating those of others.

**Course Areas of Study:**

**Performance** - Students will develop the physical, technical, expressive and mental skills necessary for effective performance. Students will develop ways to achieve high quality dance performances. Students will have many opportunities to visit the theatre and work with professional dance companies, in addition to involvement in the Performing Arts Show and Appreciation of Dance Show.

**Safe Practice** – Students will develop their knowledge and understanding of health, fitness and safe working practices relevant to performing and choreographing dances through knowledge of personal care, nutrition, hydration and health for dancers, how to warm up and cool down effectively, and basic prevention and treatment of injury, safe practice in techniques such as elevation and landing and of taking a partner's weight, personal presentation and studio safety.

**Choreography** – Students will explore and synthesise ideas, thoughts and meaning through movement by imaginatively exploring dance ideas in response to a variety of starting points and stimuli. Students will develop their skills in improvising and use accompaniment. The students have the opportunity to work to their own strengths and styles to produce their own choreography.

**Appreciation** – Students will develop critical, perceptual, evaluative and reflective skills in response to their own work and the work of others. All students will sit a 90 minute theory exam paper based on a Dance Anthology, comprising of six professional set works. Students will also describe and analyse performances and choreography.

Students will receive two hours of Dance lessons. The work will be both practical and written. Homework will be set in both areas. Practical work will require planning and self-discipline to complete it successfully.

**Structure and Content of the Course**

<b>Structure and Content</b>	<b>% / Marks</b>
<b>Component 1: Performance &amp; Choreography</b>	
<b>Performance</b>	30%
Set Phrases x 2	15 Marks
Duet/Trio	25 Marks
<b>Choreography</b>	30%
Solo (2.30 mins) or Group (3.30mins) and a choreographic log	40 Marks
<b>Component 2: Dance Appreciation</b>	40%
90 mins - Theory Paper based on own practice in performance and choreography and dance anthology	80 Marks
<b>Section A</b> – Knowledge and understanding choreographic process and performing skills	15% 30 Marks
<b>Section B</b> – Critical appreciation of own Work	5% 10 Marks
<b>Section C</b> – Critical appreciation of professional works (8 works)	20% 40 Marks

**Where would you go next?**

Students could progress on to A/S or A Level Dance or BTEC Performing Arts courses.

## PERFORMING ARTS: DRAMA YEARS 9, 10 AND 11

Head of Department  
Staff in charge of Specification  
Examination Board

Mr S Ellis  
Mr S Ellis  
Eduqas (WJEC in England)



### What is GCSE Drama all about?

GCSE Drama is all about exploring, developing and evaluating the techniques and skills required to create drama on the stage. As a student of Drama, you can expect to consider dramatic texts from the point of view of an actor, director and a designer. In doing so, you will have the opportunity to devise your own piece of drama as well as study and explore dramatic texts written and produced by others.

The GCSE Drama course is split into the following three components:

- **Component 1: Devising Theatre (40%)**

Prepared for and assessed during Year 10, you will participate in the creation, development and performance of a piece of devised theatre using the techniques of an influential theatre practitioner, in response to a stimulus set by the exam board. You will present for assessment a **production** of your piece of devised theatre, a **portfolio** of supporting evidence detailing the way in which the piece was developed, and an **evaluation** of the final performance or design.

- **Component 2: Performing from a Text (20%)**

Taking place in the first half of Year 11, you will participate either as an actor or designer in the presentation to a visiting examiner of two extracts from one play text, chosen by your teacher.

- **Component 3: Interpreting Theatre (40%)**

This 90-minute written examination in the summer of Year 11 features as the culmination of the course, examined in two distinct sections.

- **Section A** of the exam will be a series of questions related to the play *The Tempest* by William Shakespeare. Throughout your study for Section A, you will be prepared practically to answer the questions from the point of view of an actor, director and designer. You will gain an understanding of the form, style and context of the play, and develop ideas for how you might interpret the play to communicate meaning to a potential audience.
- **Section B** will be your evaluation of a professional piece of live theatre that you will witness during the course, in which you will identify and analyse the ways in which meaning was communicated by the production company. As part of the wider preparation for Section B, you will witness live at least one professional theatrical production in each year of study.

### Will I enjoy this course?

You will enjoy this course if you want to study a subject that is both practical and creative. You may have been involved in theatrical productions before or have always wanted to have a go at writing a play, performing, designing and making costumes, designing and building a set, or designing lighting or sound to help tell a story. You will excel on this course if you enjoy working as part of a team, and are interested in exploring challenging and provocative issues in a creative yet focused manner. Most importantly, you must be willing to express your understanding in a practical way, as the majority of lessons will be centred on the practical exploration of Drama.

### How does it follow on from what I have learned before?

GCSE Drama follows on from Drama work that you will have done at Key Stage 3. However, you will develop your improvisation and acting skills to a much higher level and expand your technical expertise. You will also look at plays and theatrical productions in more detail and look at different ways of bringing a script alive on stage.

### What about the examinations?

The examination for GCSE Drama is a written exam (Component 3) that is worth 40% of the marks. In preparation for the exam, you will practically explore a play as well as go on an exciting theatre trip. Your written exam will be split into two sections; section A containing short answer questions relating to the practical play exploration; and section B based on an extended response where you will analyse and evaluate the live theatre performance. In the other Components, you will be examined via a mixture of performance examinations and coursework.

### **Is there any coursework?**

The non-exam assessment of the GCSE Drama course takes place solely within Component 1, where you will be required to submit a portfolio of evidence that documents the development of your devised play. This can take the form of a continuous piece of writing in three defined sections, or in a variety of other formats. The portfolio of evidence should be between 750-900 words and should feature supportive illustrations that provide further evidence of the development of the devised piece. Additionally, a written evaluation of the final creation must be submitted after the performance of the devised play. This is carried out during a 90-minute Controlled Assessment.

### **What about my results?**

You can achieve grades 9 to 1, awarded in the summer of Year 11.

### **What other skills might I develop?**

As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem solving and communication. You will also find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people. In addition, you will be exposed to challenging issues that confront contemporary society, raising your awareness of a range of topics.

### **What could I do next with GCSE Drama?**

There are many things you can go on to do with a GCSE in Drama. These include within the subject specifically, but also as preparation for a wide range of other subjects. If you are unsure about what to do next, the best thing to do is to speak to your Drama teacher who will know about the choices on offer.

If you wish to pursue your Drama education you could go on to take an Advanced GCE in Drama & Theatre, BTEC Diplomas in Performing Arts or Performance Design & Technology

You may wish to take GCSE Drama to form the basis of a future interest or as part of a range of other subjects. Or you might wish to go into a job where it is useful to have had experience of Drama, or where you will need to use some of the skills developed during this course. These might include careers in such fields as retail, law, travel and tourism, sales and marketing or any career that involves meeting people face to face.

The study of Drama can help you develop transferable skills you can take into any career or job. As such, the study of Drama at GCSE level is challenging but highly rewarding and is an excellent choice as a specific discipline or as a broad based option.

## **GCSE MUSIC YEARS 9, 10 AND 11**

**Head of Department  
Examination Board**

**Mrs H Stephenson  
AQA**



This course is designed to give you hands on experience of Music. You will;

- Perform - in bands with your friends, and on your own
- Learn how to write your own Music
- Put together your own versions of songs
- Record at a professional standard

You will also learn about Music theory (by listening to music, playing music, and composing in different styles), how to use industry standard recording equipment, how to create music using professional software including Reason, Pro-Tools and Sibelius, and about Recording Techniques.

### **What can I do with GCSE Music?**

As well as building on skills and interests that you have already gained, studying Music at GCSE offers many transferable skills that future employers are looking for – whether or not you are considering a career in Music:

- Provides the opportunity to gain self-confidence through performing
- Develops team-working skills through performing with others
- Extends students creative skills through composing music
- Encourages the understanding of the importance of continuous evaluation and refinement in any process

- Provides a solid foundation for progression to music related courses, including A-level Music and BTEC Music, and a career in Music professions

### **The Course**

Music GCSE is about making Music and understanding it - lesson time will be spent exploring a wide range of genres through listening, appraising, rehearsing, performing and composing your own Music. Homework will involve rehearsing pieces, and practising your instrument as well as listening to music and completing a variety of mini research projects.

AQA GCSE Music is 60% practically assessed.

### **Performance**

This is divided into two sections. Students need to perform a piece on their own, and a piece as a group - each worth 15% of the final grade. Students can choose the songs they perform and a substantial part of the course is devoted to developing performance skills. Performances will be recorded using professional quality equipment.

### **Composition**

Students have to compose two pieces of Music - one with a set brief and one free choice - each worth 15% of the final grade. Composing music is not easy, but, techniques and ideas will be developed to allow students to write their own music. You can use any techniques you want to compose; live band, multi-tracking, notation, and computers - and compose in any style.

### **Listening Test**

The listening test consists of a variety of pieces of Music that students have to answer questions on. The examination is ninety minutes long. It consists of a wide variety of music from Pop, to country to classical and we will prepare for this in lesson time.

### **FAQ**

#### **Do I need to be able to read and write Music?**

No. It can be useful, but we will cover this in lesson time and students are able to present compositions in a variety of ways, including annotations and written descriptions. 'There is no requirement to account for differences between score and recording in the composing and appraising music component' (AQA).

#### **What Instruments can I play for GCSE Music?**

Anything! As long as students can play an instrument or sing there is free choice. Performances can include anything from rapping, DJ'ing using decks and music technology to classical performances, to rock bands, to computer performances. This lets students demonstrate their full ability with maximum flexibility and perform to the best of their ability. Ensemble performances could include extra-curricular bands and ensembles on offer at the College.

#### **Is it all Classical Music?**

No. Students will study classical music in preparation for the listening examination, but will also study music from the Baroque period onwards and from the 20th and 21st Centuries. The syllabus we follow has 'new areas of study that are appealing and reflect developments in 21st century music whilst retaining essential subject content.' (AQA)

#### **Do I have to have Instrumental Lessons?**

No, although it can be advantageous. The course is practical, so you need to play an instrument or sing - but it is not compulsory to be having instrumental lessons. You will get lots of guidance in lessons, and your skills will develop by performing in extra-curricular groups.

If you are interested in instrumental or vocal lessons, please pick up a letter from the Music Office for further information.

**PHYSICAL EDUCATION**  
**GCSE and Cambridge National Award**  
**YEARS 9, 10 AND 11**

**Head of Department**  
**Examination Board**

**Mrs N Philpot**  
**GCSE AQA**



**Students will select Physical Education as their Option Choice, there will then be consultation as to whether the students follows the GCSE PE pathway or Cambridge National pathway.**

**GCSE PE**

**Aims of the Course**

Develop students' theoretical knowledge in relation to:

- Health, Fitness and Socio-cultural influence in sport.
- Anatomy and Physiology with movement in Physical Education.

This course encourages students to:

- develop their knowledge and understanding of practical performance, related to skills, tactics and fitness and improving practical performance in a variety of activities.

**Assessment**

Assessment includes a written theoretical element and a practically assessed element.

- **Written Assessment – 60% of overall GCSE**
  - Paper 1 – The Human Body and Movement in Physical Activity and Sport
    - (1 hour 15 mins)
  - Paper 2 – Socio-cultural influences and wellbeing in Physical Activity
    - (1 hour 15 mins)
- **Practical Assessment**
  - Practical Performance in Physical Activity and Sport.
  - Three activities in the role of player/performer.
  - One individual, one team, one other in either individual or team activity.
  - Analysis and evaluation of performance to bring about improvement in one activity.
  - 40% overall GCSE grade – 100 marks.

NB. Those students taking GCSE PE should be regularly participating in competitive sport both in and out of College and should be Club or County level in at least one sport.

Students should have a sound understanding of scientific anatomy and physiology, so should have a flight path of at least a 6 in Science and be following the Separate Science pathway.

**Cambridge Nationals Sports Studies Level 2**

**Course Overview**

- Vocational studies connected to work within the sports industry
- Can lead to accessing Level 3 qualifications
- Equivalent to 1 GCSE

**Course Structure:**

This course is divided into three sections:

- Theoretical Examination 25%
- Written coursework 50%
- Practical coursework 25%

**Practical component (25%)**

- Within the practical component, students choose two sports (one individual sport and one team sport) from a wide range of activities. They are assessed on their performance ability in each area and these marks are put forward to their final grade. The practical assessment is worth 25% of the final mark.

- Students are expected to participate in at least two extra-curricular sporting activities across the two year course, in order to ensure they meet the standard required for an acceptable practical mark and consequent Cambridge National grade.

### Written coursework (50%)

Within the written coursework aspect you will study the following units:

- Sport Leadership
- Develop knowledge and skills in outdoor activities
- This will comprise of written coursework that will be completed predominantly through the use of IT
- You will also have the chance to develop your leadership skills within sport. This will include officiating and coaching.

### Theoretical examination (25%)

The course looks in depth at current issues within sport. You will need to have an interest in sport within society and be able to use your own examples to illustrate your written work. Within the theoretical aspect you will study the following unit:

- Contemporary issue in sport

### What could I do next with Cambridge Nationals Sports Studies?

- Cambridge Technical in Sport / BTEC Level 3 in Sport

## GCSE RELIGIOUS STUDIES YEARS 9, 10 AND 11

Head of Faculty  
Head of Religious Studies  
Examination Board

Mrs H Ryder  
Mrs G Snodin  
AQA Syllabus A



### Aims of the Course:

We would like students to gain an understanding of the fundamental questions of life such as: Where do we come from? Why are we here? What happens when we die? What is the meaning of life? These questions will be explored through a study of Christianity and Hinduism, looking at beliefs and practices as well as how the religions respond to some key ethical issues such as relationships, war, crime and punishment and life issues such as abortion and euthanasia. Furthermore, Religious Studies is designed to engage the students with current issues that encourage debate and discussion and will appeal to students from any belief system. Students will explore key aspects of each religion and will be able to show their knowledge, understanding and evaluative skills. At the end of the course, students will sit two exams, one on each of the units 'Study of Religions' and 'Thematic Studies', with a view to achieving a full GCSE. The lessons will give the students the opportunity to debate and discuss belief.

### Why is Religious Studies important and relevant to the students?

The skills and knowledge developed by students studying this course will be invaluable in careers where students will be working with people from different backgrounds and cultures, such as:

- The Armed Forces
- Law
- The Police
- Teaching
- Medicine

### Course Content:

#### The unit 'Study of Religions' looks at the following topics:

- Christianity – beliefs and practices
- Hinduism – beliefs and practices

#### The unit 'Thematic Studies' looks at the following topics:

- Relationships and Families e.g. marriage, sexuality, contraception, the role of families and gender identity.
- Peace and Conflict e.g. peace, forgiveness, reconciliation, just war, terrorism, pacifism, weapons of mass destruction, religious responses to war.
- Crime and Punishment e.g. good and evil, reasons for crime, types of crime, aims of punishment, treatment of criminals, suffering, the death penalty.
- Religion and Life e.g. creation, the Big Bang, evolution, religious attitudes to the environment, animal rights, abortion and euthanasia.



## GCSE SOCIOLOGY YEARS 9, 10 AND 11

Head of Faculty  
Head of Department  
Examination Board

Mrs H Ryder  
Mrs E Israel  
AQA



GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop questioning and communication skills by comparing and contrasting perspectives on a variety of social issues.

By studying Sociology, students will develop transferable skills including how to:

- **investigate facts and make deductions;**
- **develop opinions and new ideas on social issues;**
- **analyse and better understand the social world.**

### Subject Content:

- **The sociological approach** - defining society, theoretical approaches to society, social processes, social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.
- **Social structures, social processes and social issues** - explore and debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective.
- **Families** - types of family, changing family structures, changing nature of childhood, domestic violence, conjugal roles, cross cultural families, nuclear family and divorce.
- **Education** - the roles and function of the education system, formal and hidden curriculum, labelling, sub-cultures, state school, private school, socialisation, setting and streaming, self-fulfilling prophecy and the relationship between education and capitalism.
- **Crime and deviance** - defining crime and deviance, social control, patterns and trends in criminal behaviour, explanations for crime and deviance, differences in criminality between social classes, gender and ethnicity.
- **Social stratification** - understanding the socio-economic structure of society and how this may affect life chances based on class, ethnicity, religion, sexuality, gender and age, poverty and power relationships.
- **Sociological research methods** - In the context of the various social structures, social processes and social issues:
  - identify, describe and explain various methods and methodological issues;
  - identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research;
  - demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues;
  - demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research;
  - demonstrate the ability to interpret data presented in a variety of forms.

### Why is this course useful?

Sociology is the study of modern society at a personal, local, national and even international level. If you are interested in exploring social issues such as racism, sexism, changing family types, the powers of the media, why people commit crime, the impact of poverty on the individual (to name but a few!) then this is the course for you!

Sociology GCSE is also an excellent introduction to A Level courses such as Psychology, Media Studies and, of course, Sociology!

### How it is assessed

- 2 x 1 hour 45 minutes written exams (no coursework)
- Each paper worth 50% of overall GCSE

### Questions

- There is a limited number of multiple choice questions in each paper followed by a range of short and extended (essay) response questions.
- To be successful in Sociology, you will need to be able to develop a clear and coherent line of argument and create an essay with clear structure and flow.

## **BTEC HEALTH AND SOCIAL CARE YEARS 9, 10 and 11**

**Head of Faculty  
Head of Subject**

**Mrs H Ryder  
Miss E Perrett**



### **What is Health and Social Care?**

Health and Social Care is a vocational subject aimed at students who are interested in a career in a related sector. The course will build on your skills of effective communication and interaction with people from a range of backgrounds. The course will enable you to work in collaboration with others while allowing you to learn at your own pace. It will give you the opportunity to progress to vocational qualifications such as the BTEC Level 3 Nationals in Health and Social Care.

### **What is studied?**

The course is designed to give you the opportunity to study the different ways of interacting with people of all ages and cultures. Their individual rights and needs within their Health setting and the wider community will be examined and then case studies will be looked at more closely. In addition, the scientific element will cover the development of the human through the lifespan and how to best cater for their needs in a healthcare setting.

### **Potential Careers**

Studying Health and Social Care will equip you with the skills and the understanding to pursue Further Education either in this field or related fields. If you wish to work in the Health and Social Care sector in the future, at any level, this qualification is for you, e.g. Nursing, Social Work, Childcare, Youth Work, Dentistry, Mental Health, Police, Prison Service, Midwifery, Emergency Services, Early Years, and Education.

### **Is Health and Social Care for you?**

Health and Social Care will suit those who enjoy interacting with people and can apply theoretical knowledge to practical scenarios. The course is relevant to anyone who hopes to work in a caring role in the future and is committed to becoming an effective communicator with a professional manner and a range of vocational skills.

You will need to be able to take part in group discussions and also demonstrate your understanding in written assignments. Within a supportive environment, you will be encouraged to become an independent learner who is able to research, discuss and share ideas with peers and colleagues.

## **BTEC Level 1/2 First Award Travel and Tourism YEARS 9, 10 and 11**

**Head of Geography  
Exam Board**

**Miss S Morley  
Pearson**



Travel and Tourism

### **What is BTEC Travel and Tourism?**

Have you ever thought about how many different types of tourism there are? How technology is changing the way tourists and travellers engage with the tourist industry? This course is aimed at those who want to study in the context of a vocational sector. The knowledge, understanding and skills learnt will aid progression to further study as well as help prepare you to enter the workplace in due course. The course will help encourage you to take responsibility for your own learning and to develop skills that are essential for the modern day workplace. Skills you will learn include team working, working to deadlines and presenting information effectively. Many of the skills learnt are transferable such as working with others and problem solving.

### **What is studied?**

There are two core units that cover the fundamental knowledge and understanding of the travel and tourism sector.

Unit 1: The UK Travel and Tourism Sector – this covers themes such as main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different components that make up the UK travel and tourism sector.

Unit 2: UK Travel and Tourism Destinations – this covers the different types of destinations that the UK has to offer as well as locating UK tourist destinations and routes.

You will also complete two other units which build on core knowledge and provide an opportunity to develop knowledge of the role of tourism on a more global scale.

**Where could it lead?**

Studying this course would help to support your progression to a more specialised Level 3 vocational or academic tourism course or an apprenticeship. If you are thinking about a career in the tourist sector in the future then this course could benefit you, for example posts in travel agencies, visitor attractions and the tourist information centre. However, the employability skills that you would learn on this course would be beneficial to you whatever future path you are looking to take as they will help you adapt to the ever-changing roles needed in the global economy.

**How will I be assessed?**

Unit 1 will be externally assessed with a 1 hour exam; this will be made up of different styles of questions. You will be expected to both demonstrate and apply your knowledge and understanding. The remaining units are internally assessed. This gives you the opportunity to receive feedback on your progress throughout the unit as you gather and provide evidence towards meeting the assessment criteria.